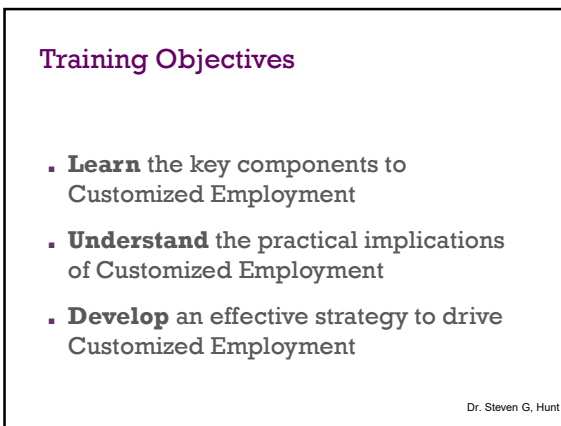
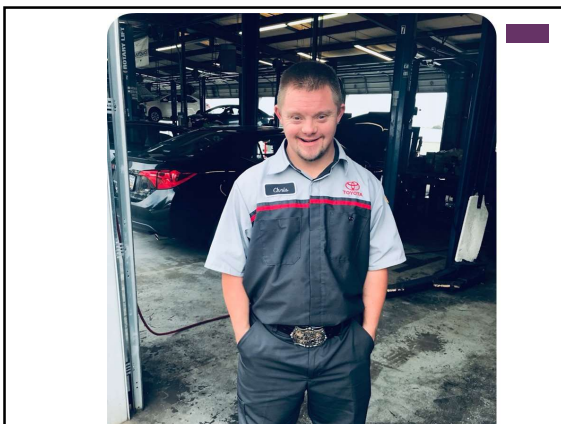




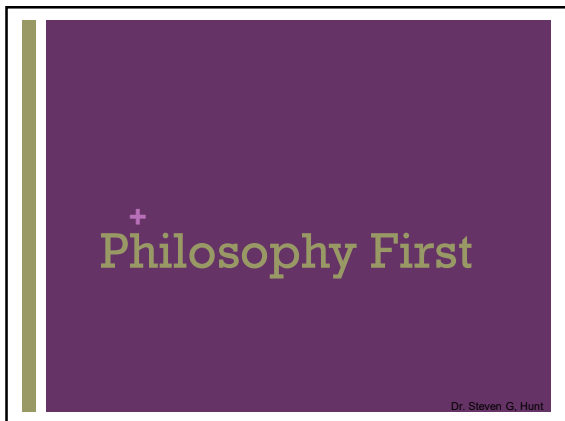
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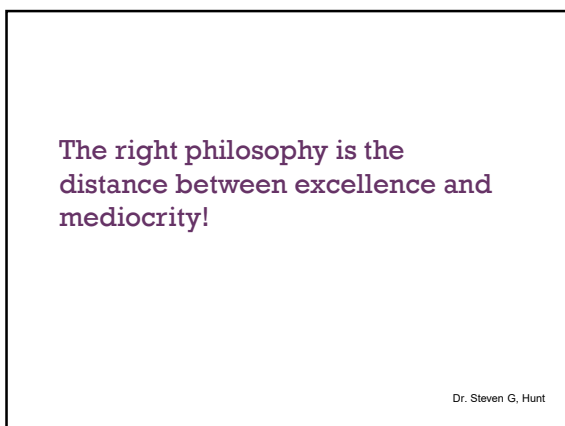
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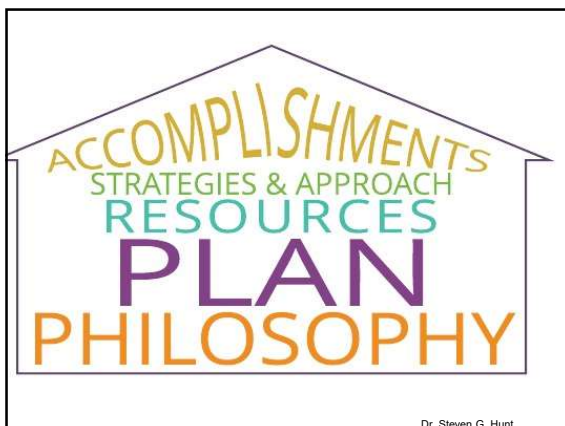
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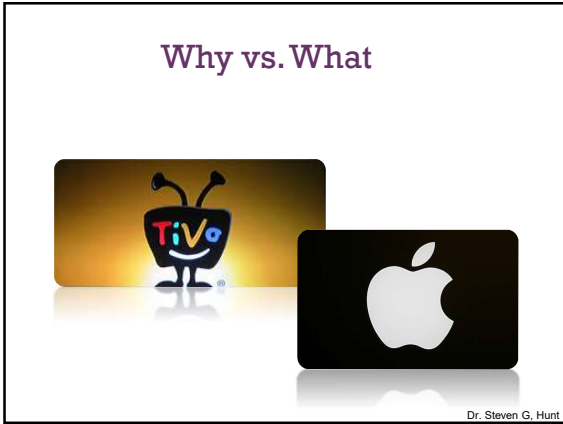
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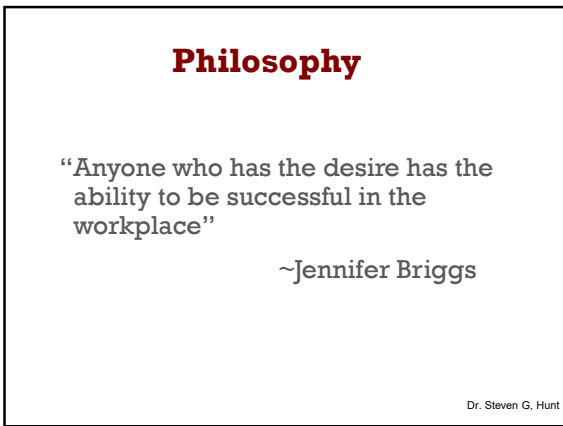
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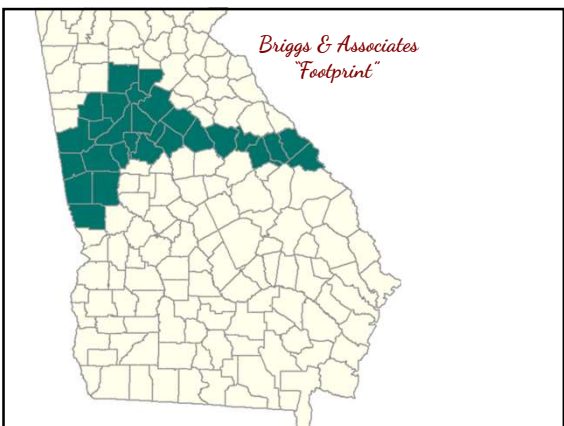
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Est. 1988

- More than 31 years of service
- Presence in 4 of the 6 Regions
- Maintain 85% employment
- Everyone works above minimum wage
- Zero exclusion

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Enter into Our World...

Parameters:


- Employment is for Everyone
- You are ready 'as you are' (**no fixing necessary**)
- As many chances as you need
- Customized Employment is Economically Feasible



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What its about...

- **REAL people + REAL jobs = REAL** 
- building dreams.. changing communities.. eroding stereotypes
- possibilities, abilities, and what **CAN** happen

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Customized Employment

The task is not to find the *DREAM JOB*; the task is to find the *BEST POSSIBLE* conditions for employment.

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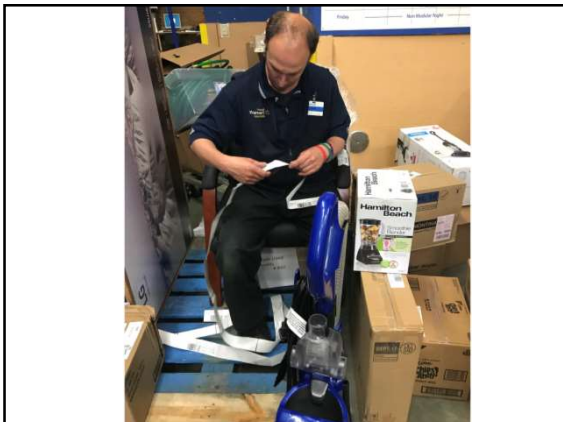
20

PEOPLE TAKE TO
WORK WHAT THEY
DO NOT CHANGE



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Customized Employment

- **CE is NOT** looking for the “Dream Job”
- **CE is NOT** Vocational Evaluation & Testing
- **CE does NOT** focus on quick placement
- **CE is NOT** Competitive Employment

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Customized Employment

- **CE IS** based on an Interest-Based Negotiation between the Job Seeker and the Employer
- **CE IS** Person-Centered
- **CE IS** One-Person-At-A-Time
- **CE IS** the act of seeking out the Best Possible Employment Conditions

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Developing a Philosophy



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How do you see People?



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+

NOT
Can they
Work?



What will it take?

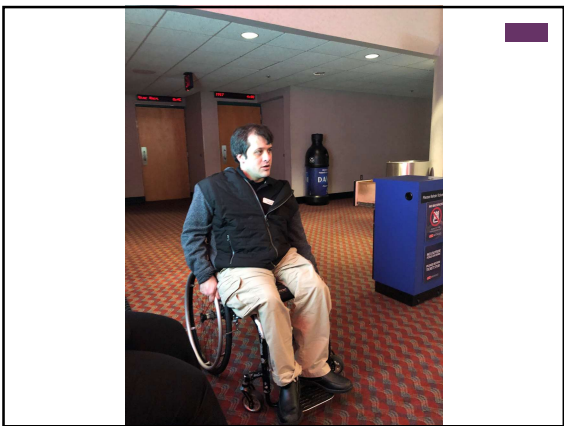
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Key Components

- Job Seeker Strengths
- Employer's Needs

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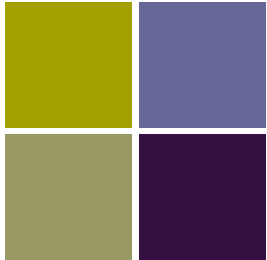
The Essentials...

Discovery + Systematic Instruction =

Successful Career

31

+
Understanding Systematic Instruction



Everyone can learn; we just have to figure out how to teach them

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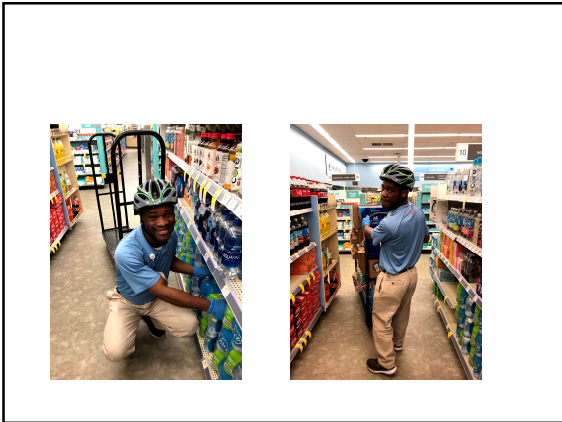
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What can they Learn?



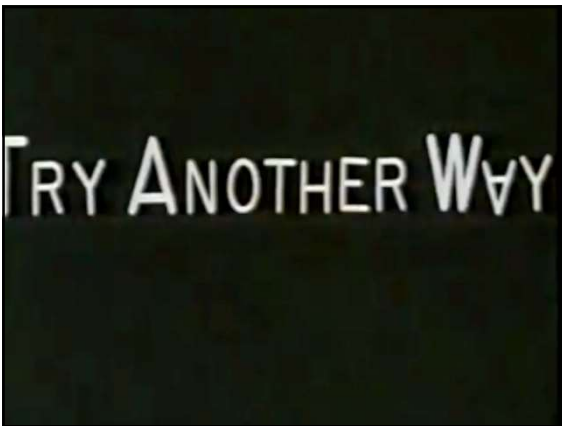
What can you Teach?

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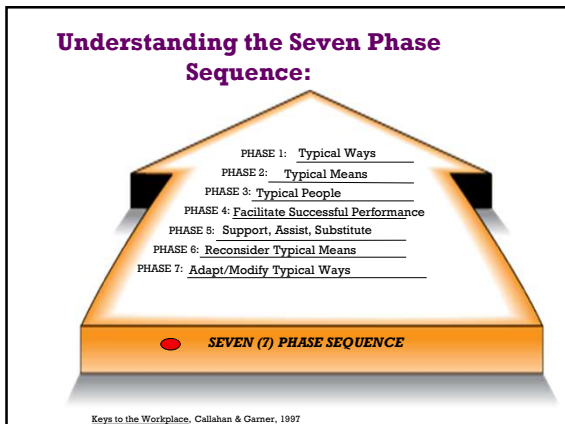
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■ Systematic Instruction

- Marc Gold, University of Illinois - "Try Another Way"
- Belief that individuals have more potential than anyone realized.
- Everyone can learn if we can figure out how to teach them.
- A lack of learning should first be interpreted as insufficient use of teaching strategies, rather than inability of the learner.
- Emphasis on utilizing a specific plan for how a task or set of tasks will be taught.
- Providing information, not affirmation or correction, is key.

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The Seven Phase Sequence
 Phase 1

1. Determine Natural Ways

Phase 1 refers to the **natural ways** of a business. It includes:

- Methods of performance for targeted job tasks,
- Step by step procedures,
- The culture of the workplace including aesthetics, language, celebrations, noise, managerial style, assisting relationships, written and unwritten policies...

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The Seven Phase Sequence
 Phase 2

1. Determine Natural Ways

2. Determine Natural Means

Phase 2 refers to the **natural means** of a business. It focuses on the instructional strategies used by employers to teach and support new employees.

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The Seven Phase Sequence
The Natural Phases: Phase 3

1. Determine Natural Ways
2. Determine Natural Means
3. Identify Natural People

Phase 3 identifies and enlists the **people** who typically support new employees to perform their jobs: owner/boss, supervisors, and co-workers.

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The Facilitation Phase
4

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The Seven Phase Sequence
Phase 4

1. Determine Natural Ways
2. Determine Natural Means
3. Identify Natural People
4. Facilitate Successful Performance

Phase 4 uses all the information gained during the first three phases. The question marks indicate that facilitators must negotiate the degree of naturalness that will be used for initial training.

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The Seven Phase Sequence
Phase 4 Decisions

1. Determine Natural Ways

2. Determine Natural Means

3. Identify Natural People

??

4. Facilitate Successful Performance

No? Proceed to Back-up Phases

Yes? Proceed to new task(s)

The employment specialist must determine in **Phase 4** whether typical processes have resulted in success or whether additional individualization, support and training power are needed for success.

```
graph TD; 1[1. Determine Natural Ways] --> 2[2. Determine Natural Means]; 2 --> 3[3. Identify Natural People]; 3 --> 4[4. Facilitate Successful Performance]; 4 --> D1{No? Proceed to Back-up Phases}; 4 --> D2{Yes? Proceed to new task(s)};
```

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The Back up Phases
5 - 6 - 7

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The Seven Phase Sequence
Phase 5

1. Determine Natural Ways

2. Determine Natural Means

3. Identify Natural People

??

4. Facilitate Successful Performance

5. Support/Substitute for Natural People

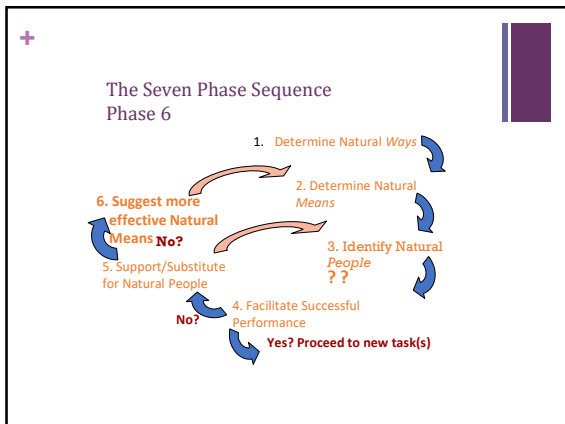
No?

Yes? Proceed to new task(s)

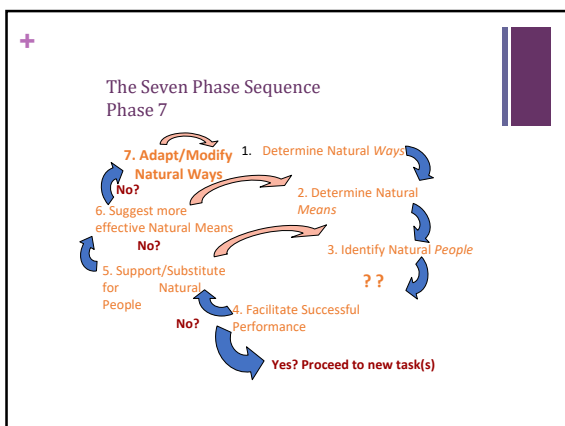
Phase 5 involves supporting, or possibly substituting for, the typical people who are responsible for teaching job tasks.

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graph TD; 1[1. Determine Natural Ways] --> 2[2. Determine Natural Means]; 2 --> 3[3. Identify Natural People]; 3 --> 4[4. Facilitate Successful Performance]; 4 --> 5[5. Support/Substitute for Natural People]; 5 --> D1{No?}; 5 --> D2{Yes? Proceed to new task(s)};
```

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Information

Information....the essential commodity of systematic instruction – not correction, not affirmation, not reinforcement, not feelings, not general expectations.

Training is considered successful when information from the trainer/facilitator is turned into correct performance by the learner.

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Systematic Instruction

- Gives the trainer confidence to teach anything to anyone
- Create possibility to simplify the instruction otherwise complex tasks
- Removes the limits of what a person with disabilities is able to learn

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Systematic Instruction

“Everybody is a genius. But, if you judge a fish by its ability to climb a tree, it will spend its whole life believing that it is stupid.”

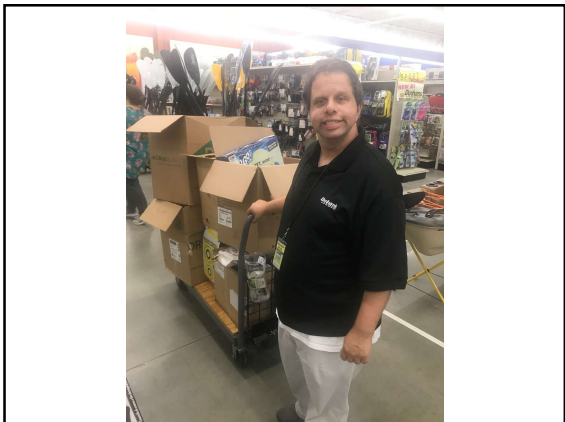
~ Einstein

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Why is Systematic Instruction Important?

1. People being supported are often taught to follow along – not take the lead (“learned helplessness”).
2. People are often provided low challenge tasks because they’re not believed capable of doing more.
3. Good intentions with no results = no results.
4. People with disabilities are limited by other’s lack of knowledge about good instruction.
5. When you know you can teach a skill, your vision for new careers opens up.

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Job analysis happens in the first three phases of systematic instruction.

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Role of the Employment Specialist

- Employment specialist does not replace the employer & coworkers
- Seek the employer's solution to problems before offering suggestions.
- The Employer is the expert as it pertains to the work Place
- The employment specialist is the expert in disabilities

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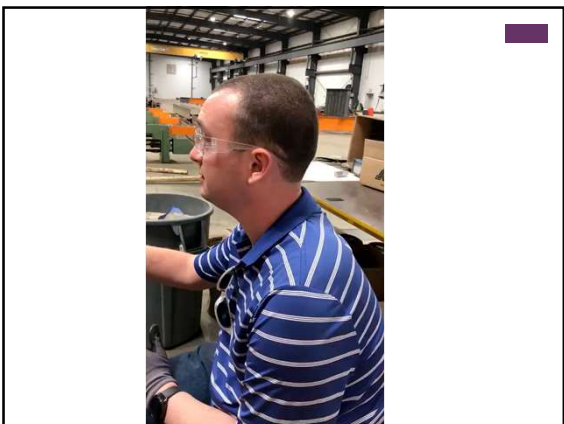
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Role of Employment Specialist

- Promote Naturalness
- Support employer and coworkers to interact with person
- Ensure that supports are in place to allow the person to succeed
- Model interaction with the person for the employers and coworkers

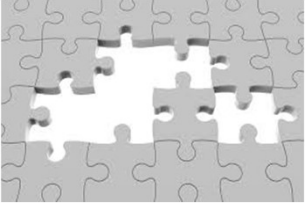
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Customizing begins with the Person




- It is important to get the full story before drawing a conclusion

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- WHO IS THE PERSON?
- WHAT ARE THEIR CAPABILITIES, INTERESTS, STRENGTHS, TALENTS, & RESOURCES?
- WHAT ARE THEIR CONTRIBUTIONS?
- WHAT ARE THEIR STORIES?



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Discovery

It is only possible to customize a position for an individual when we have adequate knowledge of the individual. This can only be accomplished through a deliberate exploratory process. We call this process "Discovery."

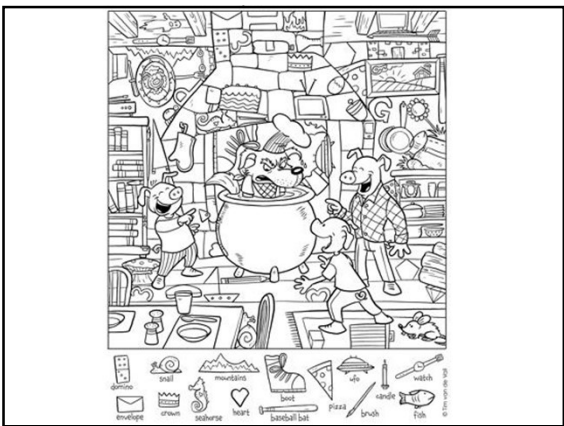
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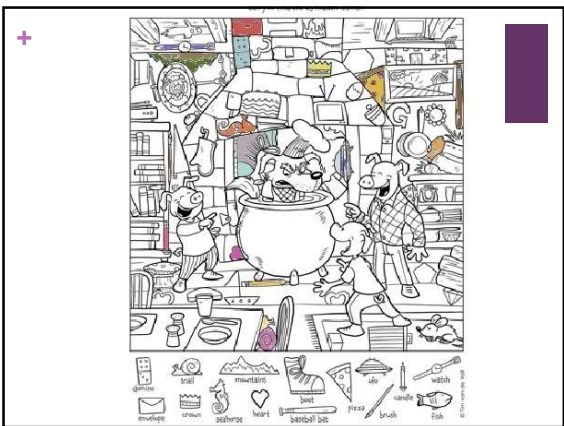
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Discovery is Qualitative Approach that aims to understand people in as many aspects as is necessary to develop an effective Customized Plan for Employment.

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**Discovery,
It is a Process**
(not filling out a form or taking a test!)

- A process to help you get to know a person, in settings where they are most "who you are."
- A process to discover information about unique contributions to the right employer's needs.
- ***A process to learn about a person without summarizing who they are until you have gathered all the information.***
- And everybody's process is a little different!

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The aim of Discovery is to identify the best an individual has to offer.

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Discovery

- Broad in scope
- Descriptive
- Opinion free
- Respectful
- Comprehensive
- None-comparison
- Belongs to the person

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No one person has the full story

- Individual
- Family...(parents and siblings)
- Friends
- Teachers
- Neighbors
- Other paid staff

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Discovery is
a process
that takes
time!



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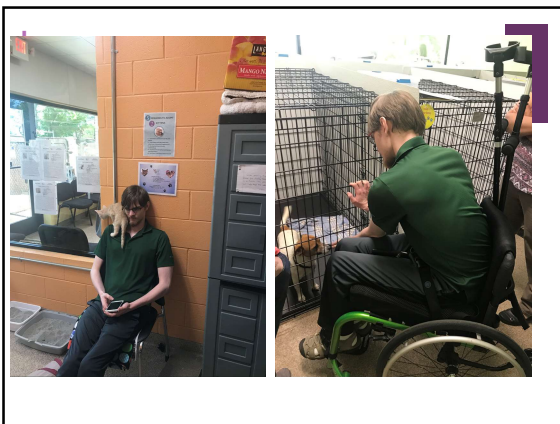
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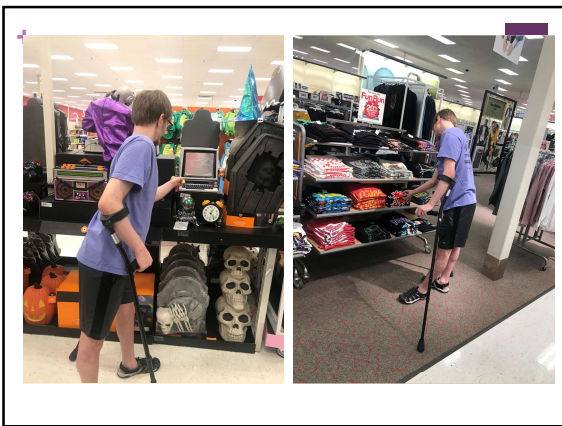
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Methods of Discovery

- Interview/conversations
- Time together
- Observation
- Participation

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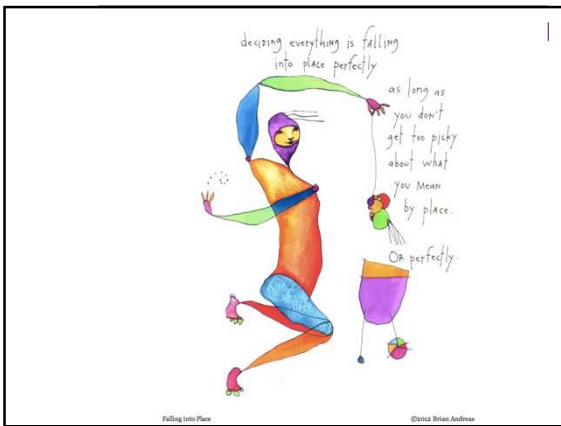
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Ever Always Judging



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Take everything at face value

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Discovery is not an employment plan...
Discovery sets the foundation for planning

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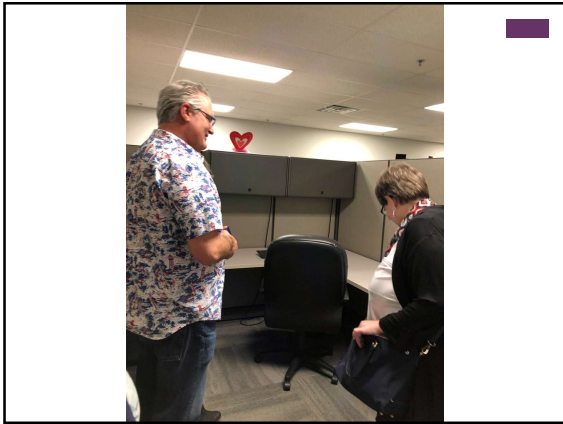
From Discovery to Profile
Development

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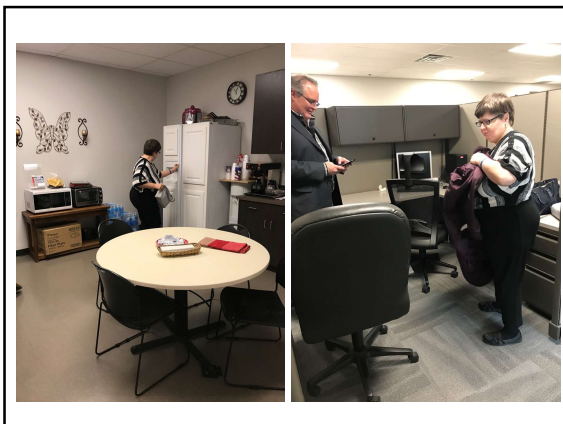


During the
Discovery process
we gain a thorough
understanding of the
job applicant.

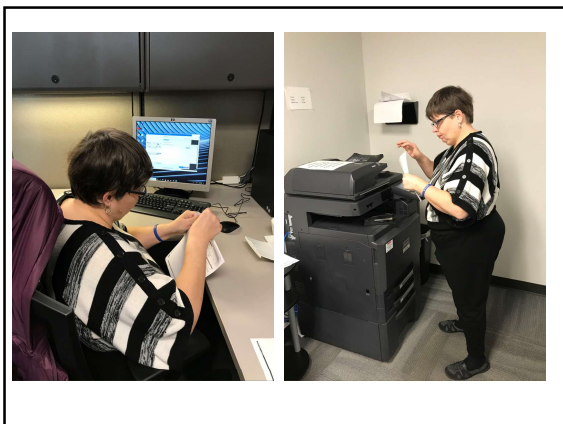
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Rolly's Story


When Rolly is on-the-job, it is important to keep the focus about work, but we have used the topic of "Community" to instill in him a sense of how important he is at Children's. His job is to transport specimens from the Clinics to the Lab to be analyzed and, in the process, he has gotten to know so many people. Employees greet him by name and thank him for his work and he has an opportunity to see the patients he helps. Sometimes, he even gets to see them as they are heading home with their families! CHOA is Rolly's community — and Rolly is CHOA!

Recently, Rolly saw a Children's Telethon advertised in the hallway and he went to the location to participate. When it was time for him to clock-in, he realized that he needed to get to work, but didn't leave without making a donation and left his wallet with the phone back at the Telethon. Of course, because everyone knows Rolly, he had his wallet back in no time, but his intentions were clear — he wants to give back to the mission of Children's. His father confirmed this by sharing that Rolly always stops to watch the CHOA commercials that ask for donations. So, to help support him in giving back to his community, we are working with Children's to set up a system where Rolly will walk a small portion of each paycheck to where he can make a donation and this is how he will celebrate payday! Rolly has shared that he is excited about this, as it is yet another way to help the patients and to further contribute to the mission of Children's.



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A profile serves as an alternate for for a conventional resume.

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Presentation Matters

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Damian can cook simple items with assistance. He cannot set the oven temperature independently and care should be taken to assure that he does not burn himself. He cannot read the directions on the box. Damian required one-to-one supervision to mix and prepare the brownies and to put them into the oven. He cannot be trusted to cut the brownies with a knife.

97

Damian selects the brownie mix from the pantry, finds a mixing bowl from the cabinet and removes a mixing spoon from the utensil drawer, after being reminded by a staff person. As the staff person reads the directions he opens the box, pours the mix into the bowl and continues to blend in ingredients. When he completes the mixing he pours the mixture in a glass pan following a gesture by the staff person. The staff person says, "What's next?" and Damian points to the oven thermostat. The staff person says, "Which button is for bake?" and Damian pushes the Bake button. Damian then begins to turn the thermostat and the staff person says, "Stop at 375."

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As Damian nears 375, the staff person says, "That's it." and he stops at a nearby indicator. The staff person says, "One more click." and Damian completes the setting. The staff person asks, "How long do we cook them?" and Damian says 30 minutes. Damian sets the timer similar to the oven. When the timer goes off, Damian puts an oven mitt on his right hand and opens the oven with his left. As he reaches in the staff person says, "Careful, everything is hot." Damian grasps the pan and slides it out of the oven, keeping the container level. When the brownies had cooled, Damian removes a serving knife from the utility drawer and cuts the brownies into small squares with hand-over-hand assistance from the staff person.

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**Distinct Approaches
Job Development**

Labor Market Job Development: Responding to the needs of employers with applicants who are “qualified” to meet those general needs.

Customized Job Development:
Discovering the “strengths, needs and interests” of job seekers and negotiating a job description that meets both the applicant’s and employer’s specific.

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+ Get out of the competition

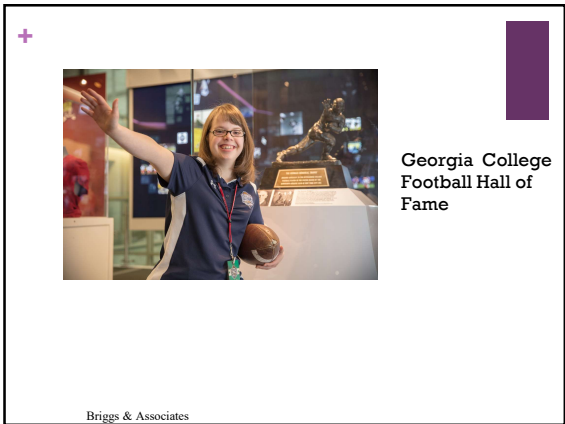


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+ Customized Job Development (CJD)

CPE becomes the basis for all CJD activities undertaken for the employment seeker. Career Specialists use the CPE to identify, engage, negotiate and customize a job, and the level of support needed for success.

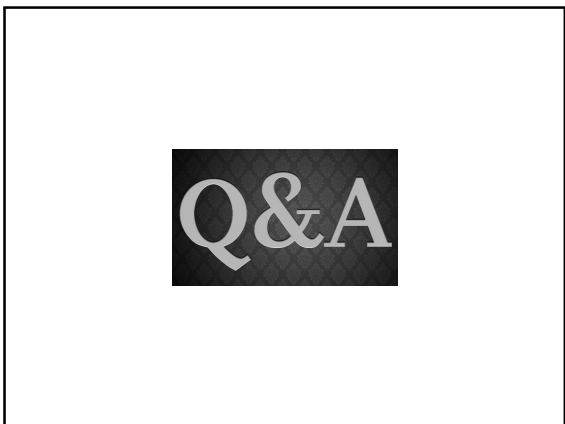
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“Our communities are not whole until all its members are valued and contributing.”

~Jennifer Briggs

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